

BROOK GLENN ELEMENTARY

2003 East Lee Road

Taylors,, SC 29687

GRADES K-5 Elementary School

ENROLLMENT 409 Students

PRINCIPAL Bernice M. Jackson 864-292-7700

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	38	4	1	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

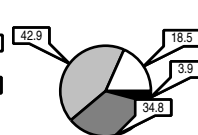
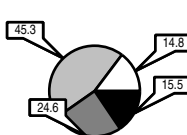
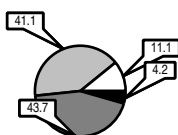
PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our School

Elementary Schools with Students like Ours






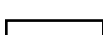
Mathematics

English/Language Arts

Mathematics

English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	25	72	52
Percent satisfied with learning environment	100.0%	88.6%	92.0%
Percent satisfied with social and physical environment	91.3%	91.5%	84.0%
Percent satisfied with home-school relations	82.6%	88.6%	92.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	206	100.0	11.1	41.1	43.7	4.2	47.9	17.6
Gender								
Male	110	100.0	12.5	48.1	34.6	4.8	39.4	17.6
Female	96	100.0	9.3	32.6	54.7	3.5	58.1	17.6
Racial/Ethnic Group								
White	142	100.0	5.9	40.7	48.1	5.2	53.3	17.6
African-American	46	100.0	31.6	42.1	26.3	N/A	26.3	17.6
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	171	100.0	7.1	42.9	46.2	3.8	50.0	17.6
Disabled	35	100.0	29.4	32.4	32.4	5.9	38.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	206	100.0	11.1	41.1	43.7	4.2	47.9	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	204	100.0	11.1	40.7	43.9	4.2	48.1	17.6
Socio-Economic Status								
Subsidized meals	74	100.0	14.3	46.0	34.9	4.8	39.7	17.6
Full-pay meals	132	100.0	9.4	38.6	48.0	3.9	52.0	17.6

Mathematics								
All students	206	100.0	7.9	48.4	27.9	15.8	43.7	15.5
Gender								
Male	110	100.0	7.7	45.2	31.7	15.4	47.1	15.5
Female	96	100.0	8.1	52.3	23.3	16.3	39.5	15.5
Racial/Ethnic Group								
White	142	100.0	4.4	48.1	31.9	15.6	47.4	15.5
African-American	46	100.0	23.7	52.6	13.2	10.5	23.7	15.5
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	171	100.0	3.8	53.2	26.3	16.7	42.9	15.5
Disabled	35	100.0	26.5	26.5	35.3	11.8	47.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	206	100.0	7.9	48.4	27.9	15.8	43.7	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	204	100.0	7.9	48.1	28.0	15.9	43.9	15.5
Socio-Economic Status								
Subsidized meals	74	100.0	11.1	54.0	28.6	6.3	34.9	15.5
Full-pay meals	132	100.0	6.3	45.7	27.6	20.5	48.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	55	N/A	9.1	38.2	52.7	N/A	52.7
	Grade 4	66	N/A	3.0	34.8	62.1	N/A	62.1
	Grade 5	62	N/A	13.1	44.3	42.6	N/A	42.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	73	100.0	6.3	35.9	50.0	7.8	57.8
	Grade 4	58	100.0	17.3	55.8	26.9	N/A	26.9
	Grade 5	75	100.0	10.8	35.1	50.0	4.1	54.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	55	N/A	34.5	52.7	7.3	5.5	12.7
	Grade 4	66	N/A	1.5	22.7	39.4	36.4	75.8
	Grade 5	62	N/A	11.3	45.2	17.7	25.8	43.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	73	100.0	6.3	43.8	23.4	26.6	50.0
	Grade 4	58	100.0	15.4	63.5	19.2	1.9	21.2
	Grade 5	75	100.0	4.1	41.9	37.8	16.2	54.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 409)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.9%	Up from 2.1%	2.4%	2.4%
Attendance rate	97.3%	Down from 97.4%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	27.8%	Down from 28.4%	21.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.3%	Down from 8.5%	7.3%	8.0%
Older than usual for grade	N/A	N/A	0.8%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	64.3%	Down from 70.0%	54.3%	50.0%
Continuing contract teachers	96.4%	Up from 90.0%	90.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.9%	Down from 90.9%	88.5%	86.2%
Teacher attendance rate	98.7%	Up from 97.5%	95.6%	95.3%
Average teacher salary	\$44,486	Up 2.2%	\$41,076	\$39,909
Prof. development days/teacher	11.5 days	Up from 7.5 days	10.7 days	11.4 days

School				
Principal's years at school	1.0	Down from 11.0	4.8	4.0
Student-teacher ratio	21.2 to 1	Up from 19.5 to 1	19.7 to 1	18.9 to 1
Prime instructional time	95.4%	Up from 94.6%	90.3%	89.7%
Dollars spent per pupil*	\$5,381	Up 12.6%	\$5,616	\$5,892
Percent spent on teacher salaries*	70.9%	Up from 70.5%	66.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.6%	Up from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Brook Glenn Elementary School continues to be dedicated to continuous improvement and meeting the diverse needs of students. Through the collaborative efforts of home, school, and community, the mission of Brook Glenn Elementary is to provide a foundation for students to become lifelong learners and responsible citizens. We believe that all children can learn, should have equal access to educational opportunities, and deserve to be treated with fairness, dignity, and respect. We also believe that learning should be relevant, and that students have the responsibility to be active learners. Education is a lifelong process. Educating our youth is a shared partnership between the home, school, and the community.

The processes and programs at Brook Glenn support our belief that teachers, students, parents, and community must all work together to educate our students. Those processes and programs include: 1) Recruitment and retention of experienced and well-qualified staff; 2) Promotion of high expectation that all students can learn and encouragement of doing one's best; 3) Application of state-, district-, and school- developed standards; 4) Identification and development of every student's potential; 5) Volunteer tutors; 6) After-school tutorial program; 7) Student Academic Plans; 8) Student Individual Plans, which are developed each grading periods for students earning less than a C in any subject area.

Striving towards excellence is an on-going process at Brook Glenn Elementary School. Towards this end, we will continue to maintain a nurturing and positive educational environment through a shared vision; we will address limitations and areas in need of continued improvement such as our technological resources; we will remain focused on test data review to provide a strong base for our instructional program; we will continue to invite our parents and community members to join us as we persevere in setting high expectations for our students that will help them be successful; and finally, we will continue to dare to help each child excel. Together we can prepare today's students to succeed in tomorrow's world.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.